

DOCUMENT RESUME

ED 435 351

HE 032 574

AUTHOR Kezar, Adrianna J.
TITLE Higher Education Trends (1997-1999): Professional Development. ERIC-HE Trends.
INSTITUTION ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 1999-00-00
NOTE 5p.
CONTRACT ED990000036
AVAILABLE FROM ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183. Tel: 800-773-3742 (Toll-Free); Fax: 202-452-1844; Web site: <<http://www.eriche.org>>. For full text: <<http://www.eriche.org/library/profdev.html>>.
PUB TYPE Information Analyses (070) -- ERIC Publications (071)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Change; College Administration; Educational Practices; *Educational Research; *Faculty Development; *Higher Education; Literature Reviews; Mentors; *Staff Development
IDENTIFIERS College and University Personnel Association

ABSTRACT

The literature on professional development covers five major trends: (1) faculty development; (2) professional development for change in a profession or field; (3) mentoring; (4) professional standards for administrators; and (5) staff development, with almost all of the literature focusing on best practices rather than research. Much of the literature on faculty development complements that on changing faculty roles. A growing trend in the literature focuses on the ways in which colleges and universities shape fields of practice. More research is needed, however, on how successful these efforts are in modifying fields of practice and on the most useful strategies. Much of the research on mentoring focuses on initiating mentoring programs for new faculty, although some also addresses mentoring among administrators. Research continues to show positive relationships between mentoring and professional outcomes, but more research is needed on how mentoring can be used to initiate change. Several professional groups in higher education are currently developing and revising standards related to professional development programs. The College and University Personnel Association (CUPA) Journal continues to be one of the best sources for literature on professional and staff development. (Contains 14 references.) (JM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Higher Education Trends (1997-1999):
Professional Development

Adrianna J. Kezar

ED 435 351

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

* Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

This ERIC Trends Report was prepared by the ERIC Clearinghouse on Higher Education in cooperation with the Graduate School of Education and Human Development at the George Washington University. Each report is a definitive review of the literature and institutional practice on a single critical issue. Copies can be obtained on-line at www.eriche.org or by writing to: ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183, or by calling (800) 773-3742. ■ This publication was partially prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. ED 99-00-0036. The opinions expressed here do not necessarily reflect the positions or policies of OERI or the department. Permission is granted to copy and distribute this ERIC-HE Trend.



ERIC® Clearinghouse on Higher Education
Institute for Education Policy Studies
Graduate School of Education and Human Development
One Dupont Circle, Suite 630, Washington, DC 20036-1183
visit our web site at www.eriche.org



HE 032 574



Clearinghouse on Higher Education

Professional Development

The literature on professional development contains five major trends:

1. *Faculty development,*
2. *Professional development to instigate change in a profession or field,*
3. *Mentoring,*
4. *Professional standards for administrators, and*
5. *Staff development.*

Almost all the literature discusses ideas for best practices rather than research. Research and literature in this area have remained consistently limited over the last 10 years, although a tremendous amount of literature on faculty development complements that on changes in faculty roles. The trend of college and university departments' trying to impact fields of practice is growing, illustrating a promising area of leadership. Higher education researchers should begin examining staff issues, including development, training, and how the education of professionals impacts the fields themselves.

Faculty development is the key issue in the area of professional development for 1996 (see "College Faculty") (McKellar; Pollicino). The majority of research on development is related to faculty.

A growing trend in the literature focuses on the ways in which colleges and universities shape fields of practice. In an article in *Change* magazine, Kati Haycock describes how colleges and universities can improve public education through communicating the need for reform, helping to develop standards, aligning college admissions and placement with the new standards, improving professional development for faculty, improving teachers' preparation, reframing the research agenda, improving feedback to schools, and modifying personnel policies to support changes in teacher education. This type of call to action from a profession is prevalent in several fields. Discussion of change in dental education, for example, looks at the profession's guiding principles and some current social, economic, and professional forces for change. Ellen M. Libert argues that these forces require new guiding principles to attain a new vision of dental education. More research is needed, however, on how successful these efforts are in modifying fields of practice and what strategies are most useful.

Much of the research on mentoring focuses on initiating mentoring programs for new faculty, but some also addresses mentoring among administrators. The research continues to show the positive relationship of mentoring to professional outcomes, such as advancement, satisfaction with one's job, and empowerment (Welch). Research also continues to show that gender and race/ethnicity affect the way people conceptualize mentoring. Because white males are often in the position to mentor women and minorities, research is needed to illustrate programs that successfully help them mentor women and people of color (Welch). One innovative mentoring model examines mentoring as a large systematic collection of mentor-mentee pairs. This concept, borrowed from the graphic arts and called "macro-mentorship," helps to obtain new insights about traditional mentorship (Kealy and Mullen). Emerging researchers can also be promoted through the use of "duography," which is a retrospective written account provided by two people of selected events or ideas taken from their lives. The authors trace their mentor-dissertation candidate relationship as it evolved from a mentor-mentee relationship to coauthorship during which the participants listen to each other's visual voice and imagery (Diamond and Mullen). More research is needed on the ways mentoring can be used for initiating

change, such as technology or new strategies of teaching. In general, more research and ideas for best practices for mentoring staff is needed, especially for the administration.

Several professional areas in higher education are discussing standards and expectations (American Association of Colleges of Nursing). ACPA and NASPA are in the process of developing and revising standards. For example, higher education technology specialists have an entire track at the CAUSE conference devoted to professional development. *Currents* contains an article debating the necessity of investing in advanced education and when it is unnecessary, examining the practical benefits of advanced training and the clout that credentials offer, and discussing how to determine how much and what kind of training to seek (E. Ryan). Little, if any, research exists on current professional development programs. Perhaps a Web site of exemplary programs with evaluations could be developed. The majority of the literature is concerned with establishing professional expectations; few focus on what best practices meet these standards. Further research on successful strategies for integrating standards into fields would be helpful.

CUPA's journal is one of the best sources for literature on professional and staff development, but much of the literature is a description of programs rather than information based on research. Research on college and university staffs is virtually nonexistent in any year. With all the organizational changes resulting from new technology, multiculturalism, quality, financial constraints, and other concerns, staff development could be practiced to a greater extent (Snyder). Attempts to implement quality initiatives are sometimes discussed as part of professional development for staff (Rudolph and Howard); one preretirement program is described (Wooldridge). The few research studies related to professional development for staff add insight into necessary components of planning. For example, Sally Zanetic and Christopher Jeffery describe how differences in men's and women's styles of communication affect their interactions. Training personnel can help ensure that both male and female operating styles are valued and understood. An occasional article describes what staff need to examine in their job environments; for example, campus activities programmers are offered strategies for coping with overbearing administrators, a hostile work environment, and balancing the many aspects of their role (Farrell). In general, more research on and attention to staff development is needed.

Bibliography

ED394446

American Association of Colleges of Nursing. (1996). *Peterson's guide to nursing programs: Baccalaureate and graduate nursing education in the US and Canada*. 2nd ed. Princeton, N.J.: Peterson's Guides.

ED394417

Diamond, C.T. Patrick, and Mullen, Carol A. (1996). *Beyond the mentor-mentee arrangement: Coauthoring forms of postmentorship*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association, April 8-13, New York, New York.

EJ524614

Farrell, Karla. (1996, May). Getting out when it gets bad. *Campus Activities Programming*, 29, 1, 42-45.

EJ520086

Haycock, Kati. (1996, January/February). Thinking differently about school reform: College and university leadership for the big changes we need. *Change*, 28, 1, 12-18.

ED394420

Kealy, William A., and Mullen, Carol A. (1996). *Rethinking mentoring relationships*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association, April 8-13, New York, New York.

EJ524669

Libert, Ellen M. (1996, May). Effecting change: Principles for the process. *Journal of Dental*

Education, 60, 5, 433-40.

EJ520131

McKellar, Nancy A. (1996, Spring). Comprehensive professional development plan for a college of education. *Innovative Higher Education*, 20, 3, 201-16.

ED394428

Pollicino, Elizabeth A. (1996). *Faculty satisfaction with institutional support as a complex concept: Collegiality, workload, autonomy*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association, April 8-13, New York, New York.

EJ520126

Russolph, Jacquelyn T., and Howard, Nancy Lee. (1996, Winter). Implementing TQM at Oregon State University: Moving continuous quality improvement practices into higher education. *CUPA Journal*, 46, 4, 25-31.

EJ524707

Ryan, Ellen. (1996, June). Degrees of success. *Currents*, 22, 6, 16-19.

EJ520123

Snyder, David Pearce. (1996, Winter). Rollercoaster 2000: The strategic outlook for employment in trans-millennial America. *CUPA Journal*, 46, 4, 1-12.

ED394464

Welch, Olga M. (1996). *An examination of effective mentoring models in the Academy*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association, April 8-13, New York, New York.

EJ520127

Wooldridge, Charlene. (1996, Winter). Ohio University on-campus preretirement education programs: A case study. *CUPA Journal*, 46, 4, 33-40.

EJ520124

Zanetic, Sally A., and Jeffery, Christopher J. (1996, Winter). Workplace communication: The effect of gender. *CUPA Journal*, 46, 4, 13-18.

[About ERIC](#) | [Site Directory](#) | [HE Clearinghouse](#)
[New and Noteworthy](#) | [FAQ](#) | [Search ERIC](#) | [HE Library](#)
[ASHE-ERIC Report Series](#) | [Government Affairs](#)
[HE Program Resources](#) | [Institutional Improvement Programs](#)
[Research Initiatives](#) | [Other Resources](#)



[G.W.U. Home Page](#)



[U.S. Department of Education](#)



Maintained by: mkozi@eric-he.edu
Last updated: